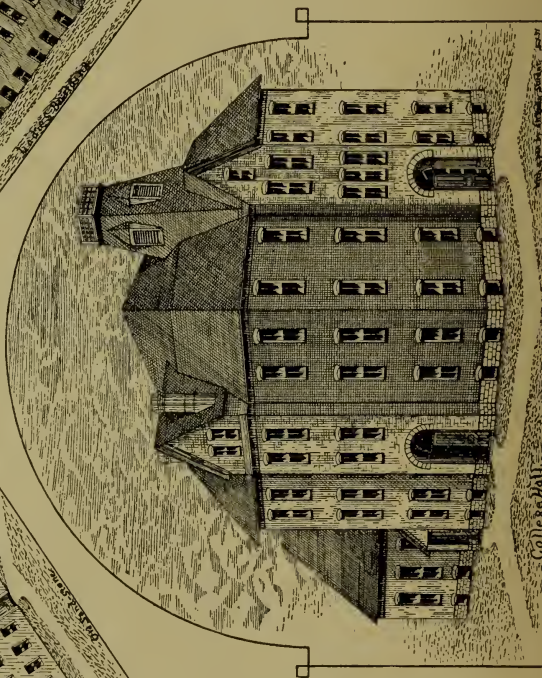
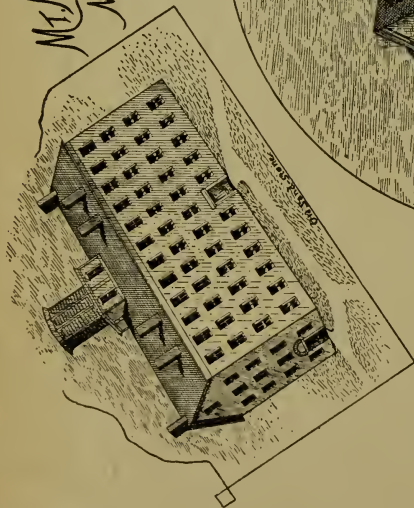
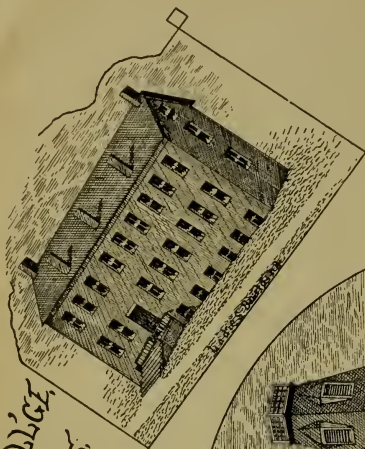


C 873
M 86mH
1890/91

Mt. Morris College.

1890-1891.

MT. MORRIS COLLEGE
MOUNT MORRIS
ILLINOIS



卷之四

[illegible]

CATALOGUE
OF
MOUNT MORRIS COLLEGE
MOUNT MORRIS, ILL.

TWELFTH YEAR,
1890-1891.

DEPARTMENTS:
LITERARY, BIBLE, ELOCUTION AND ORATORY, AND MUSIC.

NOTICE.

A CATALOGUE OF THE COMMERCIAL, SHORT-HAND, TYPE-WRITING,
AND PEN ART DEPARTMENTS SENT FREE ON APPLICATION.

Calendar for 1891-92.

- 1891, Sept. 2 (Wednesday),.....Fall Term (12 weeks) begins.
 " Nov. 23 and 24 (Monday and Tuesday),Examinations.
 " Nov. 24 (Tuesday),..... Fall Term closes.
 " Nov. 25 (Wednesday),....Winter Term (16 weeks) begins.
 " Dec. 25 (Friday),.....Holiday Vacation begins.
 1892, Jan. 1 (Friday),.....Holiday Vacation ends.
 " March 21 and 22 (Monday and Tuesday),...Examinations.
 " March 22 (Tuesday),Winter Term closes.
 " March 23 (Wednesday),...Spring Term (12 weeks) begins.
 " June 9 and 10 (Thursday and Friday),.....Examinations.
 " June 12 (Sunday),.....Baccalaureate Sermon.
 " June 13 (Monday forenoon),.....Class Exercises.
 " June 13 (Monday afternoon), Sunday-school Normal Work.
 " June 14 (Tuesday forenoon),.....Commencement.
 " June 14 (Tuesday afternoon),..... Alumni Reunion.



Board of Trustees.

D. L. MILLER,	JOSEPH AMICK,
GALEN B. ROYER,	J. G. ROYER, W. R. DEETER,
E. S. YOUNG,	JOSEPH C. LAHMAN.

OFFICERS.

D. L. MILLER,	- - - - - -	President.
GALEN B. ROYER,	- - - - - -	Secretary.
JOSEPH AMICK,	- - - - - -	Treasurer.

FACULTY AND INSTRUCTORS.

J. G. ROYER, President (Chairman of Faculty),

A. M. *Mental and Moral Science.*

E. W. HANAWALT, (Secretary of Faculty), *A. M.*

COLLEGE: *Mathematics, General History.*

ACADEMIC: *Mathematics, Astronomy.*

E. A. BECHTEL,

A. M. Johnston Hopkins

COLLEGE: *Greek, Latin, Anglo-Saxon.*

ACADEMIC: *Greek.*

M. S. WALKER,

B. A.

COLLEGE: *Zoology, Mineralogy, Physiology.*

ACADEMIC: *Latin, Chemistry.*

G. N. FALKENSTEIN,

B. A.

COLLEGE: *Biology.*

ACADEMIC: *Natural Sciences.*

GALEN B. ROYER,

B. S. -

English Language and Literature.

D. D. THOMAS, (Fall and Winter Terms),

Elocution and U. S. History.

ANTOINETTE CROSSMAN (Spring Term),

Belknap Expression

Elocution and History.

E. S. YOUNG,

B. A.

Principal of Bible Department.

M. WALKER,

Principal of Commercial Department.

G. E. WEAVER,

Principal of Pen Art Hall, and Drawing

JENNIE RITCHIE,

Short-Hand and Type-Writing.

CASSIE E. BEERY,

Vocal and Instrumental Music.

Mount Morris College.

Painting.

TOBIAS DIEKHOFF,
German.

SALOME A. STONER,
Bible History.

T. T. MYERS,
Geography.

M. M. SHERRICK,
Pedagogy.

ANNE RICHARDS,
Elementary Arithmetic.

FLORA E. TEAGUE,
Elementary Grammar.

J. H. HARNLY,
Assistant in Book-Keeping.

COURSES OF INSTRUCTION.

TEACHERS' COURSE.

This course of study has been carefully graded and is designed to meet the increasing demands of those who desire to make teaching a profession. It contains all the requirements for a State certificate in the State of Illinois, and with but few changes will conform with that of other States.

There is a constant demand—much larger than can be filled—for teachers who can rationally supervise the work of education. Those who are seeking a thorough preparation for such work will find their needs met by the course here offered.

Requirements for entering course: One term Drawing, Descriptive Geography, Penmanship, Letter Writing, Composition, and a fair knowledge of Physiology, and Arithmetic through the applications of Percentage.

JUNIOR YEAR.

FALL TERM.—Arithmetic, Mental and Written; English Grammar; U. S. History; Orthography.

WINTER TERM.—Algebra; English Language; Elocution; Physiology.

SPRING TERM.—Algebra; Botany; Physical Geography; Pedagogy.

Society work during the year.

SENIOR YEAR.

FALL TERM.—Plane Geometry; Algebra; Rhetoric; Zoölogy.

WINTER TERM.—Solid Geometry; Civil Government, including State Government; English Literature; Physics.

SPRING TERM.—General History; Moral Philosophy; History of Education; Physics (completed).

Society work during the year.

ACADEMIC DEPARTMENT.

This department affords thorough preparation for college, for business, and for the profession of teaching. It aims to lay broad and solid foundations for all subsequent scholarly culture, and for the successful conduct of every-

day affairs. It comprises three courses, each requiring three years for its completion. The Classical, Latin-Scientific and Scientific courses are preparatory to the corresponding courses in college, and fill every requirement for admission to any first-class college, with no waste of time or needless study.

CLASSICAL COURSE.

English Grammar, one term of Drawing, Orthography, Descriptive Geography, Penmanship, Letter Writing, and Composition are required to enter this course.

JUNIOR YEAR.

FIRST TERM.—Latin, Grammar and Lessons; Arithmetic; United States History; Elocution.

SECOND TERM.—Latin, Grammar and Lessons; Algebra; English Language; Elocution.

THIRD TERM.—Latin, Cæsar, De Bello Gallico; Algebra; Physical Geography; Roman History.

MIDDLE YEAR.

FIRST TERM.—Latin, Cæsar, De Bello Gallico and Prose Composition; Greek, Grammar and Lessons; Algebra; Bible History.

SECOND TERM.—Latin, Cæsar, De Bello Gallico and Prose Composition; Greek, Grammar and Lessons; Physics; Arithmetic, Higher.

THIRD TERM.—Latin, Cicero, Orations; Greek, Anabasis; Physics, one-third term; Greek History, two-thirds term; Physiology.

SENIOR YEAR.

FIRST TERM.—Latin, Cicero, Orations; Greek, Anabasis and Greek Composition; Geometry; Rhetoric.

SECOND TERM.—Latin, Vergil, Æneid; Greek, Anabasis and Greek Composition; Geometry; English Literature.

THIRD TERM.—Latin, Vergil, Æneid; Greek, Homer, Iliad; Astronomy; English Classics.

LATIN-SCIENTIFIC COURSE.

JUNIOR YEAR.

Same as in the Classical Course.

MIDDLE YEAR.

FIRST TERM.—Latin, Cæsar, De Bello Gallico and Prose Composition; Algebra; Bible History; Zoölogy.

SECOND TERM.—Latin, Cæsar, De Bello Gallico and Prose Composition; Physics; Psychology; Higher Arithmetic.

THIRD TERM.—Latin, Cicero, Orations; Physics, one-third term; Greek History, two-thirds term; Physiology; Botany.

SENIOR YEAR.

FIRST TERM.—Latin, Cicero, Orations; German, Grammar and Reader; Geometry; Rhetoric.

SECOND TERM.—Latin, Vergil, Æneid; German, Grammar and Reader; Geometry; English Literature.

THIRD TERM.—Latin, Vergil, Æneid; German, a play; Astronomy; English Classics.

SCIENTIFIC COURSE.

JUNIOR YEAR.

FIRST TERM.—Elocution; Descriptive Geography; Penmanship; Arithmetic; Grammar.

SECOND TERM.—Drawing; English Language; Elocution; Algebra; Letter Writing.

THIRD TERM.—Algebra; Physical Geography; Orthography; Drawing; Composition.

MIDDLE YEAR.

FIRST TERM.—Algebra; Zoölogy; United States History; Bible History.

SECOND TERM.—Arithmetic, Higher; Physics; Civil Government; Psychology.

THIRD TERM.—Political Economy; Physics, one-third term; English History, two-thirds term; Botany; Physiology.

SENIOR YEAR.

FIRST TERM.—Geology; German, Grammar; Geometry; Rhetoric.

SECOND TERM.—Chemistry; German, Grammar and Reader; Geometry; English Literature.

THIRD TERM.—Mediæval and Modern History; German, a play; Astronomy; English Classics.

SEMINARY DEPARTMENT.

The object of the Seminary Course is to meet the wants of those young people who desire something between the Academic and the College Courses. The degree of B. L., "Bachelor of Literature," will be conferred upon all persons who complete satisfactorily any one of these courses. Those who complete a Seminary Course are prepared to enter the Junior Class of the corresponding course in college and complete the College Course in two years.

CLASSICAL COURSE.

FRESHMAN YEAR.

FIRST TERM.—Latin, De Amicitia and Livy; Greek, Lysias; Mathematics, Trigonometry; Anglo-Saxon.

SECOND TERM.—Latin, Livy, Roman History; Greek, Herodotus; Mathematics, University Algebra; Middle English, Chaucer and Spenser.

THIRD TERM.—Latin, Quintilian; Greek, Odyssey; Mathematics, Surveying and Navigation; History of English Language.

Essays throughout the year.

SOPHOMORE YEAR.

FIRST TERM.—Latin, Horace; Greek, Thucydides; General History; Mathematics, Analytic Geometry.

SECOND TERM.—Latin, Horace; Greek, Demosthenes, De Corona; General History; Mathematics, Analytic Geometry and Calculus.

THIRD TERM.—Latin, Tacitus; Greek, Sophocles; General History; Mathematics, Calculus, Descriptive Geometry one hour per week throughout the year.

English Speeches throughout the year.

LATIN-SCIENTIFIC COURSE.

FRESHMAN YEAR.

FIRST TERM.—Latin, De Amicitia and Livy; German, Gœthe's Iphigenie auf Tauris, German Lyrics; Mathematics, Trigonometry; Anglo-Saxon.

SECOND TERM.—Latin, Livy, Roman History; German, Schiller and Lessing; Mathematics, University Algebra; Middle English, Chaucer and Spenser.

THIRD TERM.—Latin, Quintilian; German, Literaturgeschichte, translation into German; Mathematics, Surveying and Navigation; History of English Language.

Essays throughout the year.

SOPHOMORE YEAR.

FIRST TERM.—Latin, Horace; Zoölogy; General History; Mathematics, Analytic Geometry.

SECOND TERM.—Latin, Horace; French, Grammar and Reader; General History; Mathematics, Analytic Geometry and Calculus.

THIRD TERM.—Latin, Tacitus; French, Grammar, Reader and Composition; General History; Mathematics, Calculus, Descriptive Geometry one hour per week throughout the year.

English Speeches throughout the year.

SCIENTIFIC COURSE.

FRESHMAN YEAR.

FIRST TERM.—Biology; German, Gœthe's Iphigenie auf Taurus, German Lyrics; Mathematics, Trigonometry; Anglo-Saxon.

SECOND TERM.—Biology; German, Schiller and Lessing; Mathematics, University Algebra; Middle English, Chaucer and Spenser.

THIRD TERM. — Structural Botany; German, Literaturgeschichte and translation into German; Mathematics, Surveying and Navigation; History of English Language.

Essays throughout the year.

SOPHOMORE YEAR.

FIRST TERM.—Comparative Physiology; Zoölogy; General History; Mathematics, Analytic Geometry.

SECOND TERM. — French, Grammar and Reader; Mineralogy; General History; Mathematics, Analytic Geometry and Calculus.

THIRD TERM.—French, Grammar, Reader and Composition; Physics, Mechanics; General History; Mathematics, Calculus, Descriptive Geometry one hour per week throughout the year.

English Speeches throughout the year.

COLLEGIATE DEPARTMENT.

This department comprises three courses, each extending through four years. It aims to furnish a liberal education in the classics, the sciences, the arts, and literature. Students who have satisfactorily completed any one of these courses, are admitted to the usual Baccalaureate degrees. The Freshman and Sophomore work in this Department, in the different courses, is the same as in the Seminary Department. Students shall select sufficient work to make four studies each term.

CLASSICAL COURSE.

JUNIOR YEAR.

(REQUIRED.)

FIRST TERM.—Latin, Juvenal; Physics, Liquids and Sound; History of Civilization.

SECOND TERM.—Greek, Aeschylus; Physics, Light and Heat; Logic.

THIRD TERM.—Political Economy, Physics, Electricity and Magnetism; Psychology.

Debates throughout the year.

(ELECTIVE.)

FIRST TERM.—Mathematics, Advanced Analytic Geometry and Calculus; French; German.

SECOND TERM.—Mathematics, Analytical Mechanics; French; German.

THIRD TERM.—Mathematics, Analytical Mechanics; French; German.

SENIOR YEAR.

(REQUIRED.)

FIRST TERM.—Psychology; Biology.

SECOND TERM.—Evidences of Christianity; Ethics.

THIRD TERM.—History of Philosophy, History of Education.
Orations throughout the year.

(ELECTIVE.)

FIRST TERM.—Mathematics, Quaternions; English Constitutional History; English Masterpieces; Latin; Greek; French; German.

SECOND TERM.—Mathematics, Astronomy; English Constitutional History; Shakespeare; International Law; Latin; Greek; French; German.

THIRD TERM.—Mathematics, Astronomy; American Constitutional History; Geology; Natural Theology; Latin; Greek; French; German.

LATIN-SCIENTIFIC COURSE.

JUNIOR YEAR.

(REQUIRED.)

FIRST TERM.—French, La Fontaine, Racine, Composition; Physics, Liquids and Sound; History of Civilization.

SECOND TERM.—French, Brachet's Grammaire Francaise, Corneille, Composition; Physics, Light and Heat; Logic.

THIRD TERM.—Political Economy; Physics, Electricity and Magnetism; Psychology.

Debates throughout the year.

(ELECTIVE.)

FIRST TERM.—Mathematics, Advanced Analytic Geometry and Calculus; Greek; German.

SECOND TERM.—Mathematics, Analytical Mechanics; Greek; German.

THIRD TERM.—Mathematics, Analytical Mechanics; Greek; German.

SENIOR YEAR.

Required and Elective work same as in Classical Course.

SCIENTIFIC COURSE.

JUNIOR YEAR.

Required work same as in the Latin-Scientific Course.

(ELECTIVE.)

FIRST TERM.—Mathematics, Advanced Analytic Geometry and Calculus; Latin; Organic Chemistry.

SECOND TERM.—Mathematics, Analytical Mechanics; Latin; Analytical Chemistry.

THIRD TERM.—Mathematics, Analytical Mechanics; Latin; Chemistry, Qualitative Analysis.

SENIOR YEAR.

Required work same as in Classical Course.

Elective work same as in Classical Course, with the exception that Chemistry (Quantitative Analysis) is offered instead of Greek during the year.

Departments of Instruction.

PREPARATORY.

The method of instruction consists of daily recitations or examinations, on previously-assigned portions of the text-books, in connection with oral comments and explanations. The objects of the recitation are—(a) to ascertain the extent of the preparation made by the student—(b) to aid him in getting a more thorough understanding of the subject matter of the lesson,—and (c) to cultivate the powers of expression.

English.

Elocution.—The Elocution required for the preparatory courses is the same as the work done during the first two terms in the department of Elocution and Oratory.

Orthography.—Besides the regular drill in spelling the student is taught diacritical marking, phonetic spelling, the use of the dictionary, and the definitions of many of the words spelled. The class exercises are both oral and written.

English Grammar.—All the parts of speech are taken into consideration, but *especial* attention is given to those that present the most difficulty, such as the Relative Pronoun, the Participle, and the Infinitive. Analysis is made a part of the work throughout, and is so clearly presented that those who have never studied the subject grasp it readily, and become able to analyze any sentence.

English Language.—In this class the student continues his study of Grammar and begins the study of Rhetoric. The aim is to give in as interesting a manner as possible a course in composition that will lead to a fair mastery of good English, to form habits of systematic investigation, and to develop the power of expressing one's thoughts in fitting language. Essays are required throughout the term.

Rhetoric.—The aim is to instruct the student not in facts and principles that merely find lodgment in his mind as so much theory, but in such as will "work their way down out of this into his tongue and fingers, enabling him to speak and to write the better for having studied the subject." Much attention is given to composition writing and at least one essay on which special preparation has been made, must be written, and read before the class for criticism.

English Literature.—Daily recitations are given in English Literature during the second and third terms of the senior year. The representative authors of each successive period are studied. Much attention is given to a crit-

ical reading, in the class-room, of the masterpiece of each author, thus making the work not only a study *about* the authors, but also a study *of* them. The required work outside of class consists in reading a representative poem, essay and novel from both English and American Literatures, the selections to be made by the instructor. At least one essay must be read before the class during the course.

Ancient and Modern Languages.

Greek.—The course of study in Greek is intended to introduce the student to the life and the language of the ancient people from whom our culture is so largely derived. Commencing with thorough work in the grammar, the student proceeds to the prose of Xenophon, then to the Heroic verse of Homer. Constant attention is required, not only to grammar and syntax, but also to English-Greek as well as Greek-English translations. In the study of Homer, attention is given to Prosody and the difference between Attic and Epic Greek.

Latin.—The first two terms of the first year are spent in acquiring a knowledge of the elements of the Language, its peculiarities of construction and its idioms. The third term is spent in the translation of Cæsar's *De Bello Gallico*. The second year's work consists of the translation of the first four books of Cæsar, lessons in Prose Composition, and the reading of three of Cicero's Orations. The senior year in Latin includes the study of Cicero (three orations) and Vergil (six books). In this work the aim is to give the student a thorough grammatical knowledge of the language, and the ability to translate the thought into good English. In connection with Vergil, the chief stories of mythology are dwelt upon. Latin Prosody is studied, and the difference between prose and poetical construction carefully noted.

German.—The chief aim in the course in German is to make the student so familiar with the language that he will be enabled to read classical literature with some degree of ease. During the first part of the course daily practice in translating English into German is made a special feature of the work. The last part is devoted to the reading of a classical play. Reading at sight is also practiced, and there are regular exercises in conversation.

Mathematics.

Under the head of Mathematics there are given seven terms' work, one to Practical Arithmetic, three to Algebra, one to Higher Arithmetic, and two to Geometry. The Mathematics is the same in the Classical, Latin-Scientific and Scientific courses. The different branches of mathematical science have a twofold object,—that of disciplining the mind, and that of practically applying the principles to the different occupations, arts and sciences.

Practical Arithmetic is found in the first term of the Junior year. To complete this subject in a single term the student is expected to have a good working knowledge at least through the applications of Percentage. This includes a thorough knowledge of the Metric system, and meaning of the arithmetical signs. Special attention is paid to Arithmetical Analysis. A text-book on Mental Arithmetic is used along with the regular text in the subject.

It may be remarked that classes are formed each term to meet the wants of students not ready to enter the course.

Algebra is studied as the *science of the equation*. The work in Literal Arithmetic (also usually styled Algebra) precedes the Algebra proper. The student is taught to reason with the literal numbers and thus see reasons for algebraic methods. Fractional exponents are dealt with from the first. Verification of Equations is a special feature of the work. Attention is paid to the Transformations of a Proportion. The subject of Logarithms is given that the pupil may have their benefits early in his course. The student who may have already completed an elementary Algebra has lost no time on entering this ten months' course. Experience has proven that the diligent student will succeed in accomplishing the above course, commencing with the winter term of Junior Year, and ending with the fall term of the Middle Year.

Higher Arithmetic.—Those students who have taken Practical Arithmetic and Algebra are eligible to this class. While arithmetical methods are used, a knowledge of Algebra is necessary to facilitate the work. During the term such subjects are treated as Properties of Numbers, including different systems of Notation, Circulating Decimals, Higher Roots, Applications of Roots, Mensuration, Series, Proportion, Higher Percentage with special attention to Building Associations, and Arithmetical Analysis. A knowledge of Logarithms is required to enter, but the subject will be reviewed at the opening of the term. There being but four months, the winter term of the Middle Year, to devote to the work, the student is expected to be well up in Practical Arithmetic.

Geometry.—The work in this subject includes both Plane and Solid Geometry, and also an elementary course on the Conic sections. Special attention is paid to Geometrical Drawing. Each member of the class is required to draw, in ink, thirty-six Geometrical problems, and make models of the regular solids. Neatness and accuracy are required in this art. Originality of thought is developed by numerous outside demonstrations, exercises, and practical problems. This seven months' drill will give the student who may never pursue his course further, a good working knowledge of Mensuration. The pupil who expects to pursue the study of Geometry in its higher branches of Trigonometry, Surveying, Navigation, Analytics, etc., has laid the necessary foundation. The course in Geometry is given the fall and winter terms of the Senior Year. The requirements to enter Geometry are: the previous courses in Arithmetic and Algebra and one term's Industrial Drawing.

Astronomy.

The term's work in Astronomy is identical in each of the three courses. This subject is given the spring term of the Senior year—the last term of the Preparatory course, that the student may bring into use all his acquired mental power, and obtain a more accurate conception of the plan of the universe. A knowledge of Physics, Drawing, and Solid Geometry—including Spherical Geometry, is required to enter the class. A text-book is used which gives full information on Descriptive Astronomy, and treats the subject

mathematically as far as the knowledge of the student permits. Numerous outside problems are given. Astronomy by observation is given special attention. From each student is required a catalogue, and map of the heavens containing the principal stars.

Drawing.

The term's work in Drawing required to enter the Classical and Latin-Scientific courses is identical with the first of the two terms required in the Scientific course. The object of Industrial Drawing is to cultivate accuracy, neatness, taste, form, arrangement, symmetry; also to aid directly the studies of Geometry, Astronomy, Botany, Zoölogy, Physics; and indirectly every other study in the course. In the main Free-hand drawing is insisted upon throughout. While the principles of Drawing are the basis for all work in art, the object is not to make artists, but to give something of industrial training. The geometrical principles upon which all drawing, from simple plane forms, through perspective, to the difficult pieces in light and shade depend, are given due attention.

The first term's work consists of flat copy work, including *all* the plane geometrical figures—both rectilinear and curvilinear; model and object drawing without shade of the regular solids, common objects, etc.; designing with geometric forms, and with conventionalized leaf forms; drawing of easy botanical and insect forms, introducing the simple principles of light and shade.

During the second term there is given: Model and object drawing with light and shade; more difficult work in designing animal and vegetable forms; and as the weather permits out-door sketching of buildings, and familiar objects, offering a wider range to the perspective principles commenced during the first term's work.

Examinations on the definitions of forms, and principles involved are given monthly throughout both terms. The student is expected to make a passing grade on both the examination and the work of execution with the hand.

Sciences.

Physical Geography.—This interesting branch of study is regular in the spring term of the Junior year in each course. The main object is to present to the student a general outline of Physical Geography, which, by its simplicity and conciseness, shall be suited both to the amount of general information they are expected to possess, as well as the limited time available for this study in the course. As a help to the proper expression of scientific knowledge, the students are frequently required to give written recitations.

Geology.—A thorough study is made of physiographic, lithological, dynamical and historical geology. The student is encouraged to make himself thoroughly familiar with the neighboring outcroppings, and learn to distinguish and classify by frequent reference to the College cabinet, and to this end he is required to form a cabinet for himself of at least forty-five specimens, each specimen being carefully classified and labeled.

Botany.—In the work in Botany the first few weeks are devoted to the study of the general structure of plants and to the gaining of an understanding

of botanical terms. The remainder of the time is devoted to a systematic study of the local phenogamous flora. A classified collection of fifty specimens mounted and sixty analyzed, with written descriptions, is required of each student as a part of the regular work.

Zoölogy.—The work in Zoölogy is largely of a practical nature. Typical forms, both invertebrate and vertebrate, are studied and dissected by each member of the class, and sketches made of the results of the dissections. This work is accompanied by a series of lectures upon the classification of animals. As further practical work, subjects are assigned to the members of the class, and carefully-prepared essays are required embodying their special investigations and original observations.

Physiology.—The work in the text-book is supplemented by lectures and demonstrations. The fact is constantly kept in mind that a thorough understanding of the anatomy of each part is the first thing to be gained. Constant use is, therefore, made of the skeleton and the manikin. Physiology and hygiene are then studied, *special* consideration being given to the latter subject for the benefit of those who intend to teach.

Chemistry.—The Chemical Laboratory is supplied with the necessary chemicals and apparatus for a thorough course in general chemistry. Illustrative experiments are performed before the class at each recitation. Thus the student acquires a practical acquaintance with the elements and their compounds by *seeing* and *handling* them. Sufficient work in manipulation is required from each student to make him familiar with the apparatus and to teach him to do experimental work.

Physics.—Twenty weeks are given to the study of this branch. The work consists chiefly of recitations from the text-book. The Laboratory is supplied with suitable apparatus, so that all points in the lesson are illustrated by experiments performed before the class. In addition to this a certain amount of experimental work is required from each student.

History.

In each course of study one term is devoted to *United States History*. The student is given a well-developed outline of our national growth from the earliest explorations to the present. In the administrations, attention is paid to important political events.

There is also found in each course of study a term's work on *Bible History*. Believing that all students should know something of the history of the Bible, this subject is given a place. The work is presented in outline form with references. The Bible itself is the text-book.

In the Classical and Latin-Scientific courses one term is devoted to *Roman History* and two-thirds of a term to *Greek History*. The object is to give the student such a knowledge of these ancient civilizations as is necessary to intelligently study the classics.

In the Scientific course *English History* is studied for two-thirds of a term. The history of our mother country is given, not only to enable the student to

see clearly the past relations of England and the United States, but also to enable him to understand the growth of our language and literature.

Mediæval and Modern History is studied the last term of the Scientific course. The view is to gather the chief events and thus ascertain the principles which have governed the social and political development of Europe from barbarous tribes into the present powerful States.

Civil Government and Political Economy.

Civil Government.—The term's work in this branch is devoted mainly to a study of the Constitution of the United States, after a brief survey of our early Colonial governments, and a comparison of the different forms of government. The Constitution is carefully considered historically, then analyzed in detail; all the important legislation is referred to in discussion on its powers and privileges. This is followed by an outline and discussion of the State constitution. The object is to develop the student's powers of reasoning in governmental affairs, and show his individual responsibility to the State.

Political Economy.—This subject is treated as embracing the three branches: Science of Value, Social Economy and National Economy. The student is trained to determine the natural laws which regulate Values, Demand and Supply, Capital and Labor, the principles of Division of Labor, Use of Money, etc. Pupils are led to think for themselves by discussions involving all the issues bearing upon the different topics. One essay on some practical theme is required of each student.

Psychology.

The study of Psychology has been introduced into the middle year of the Latin-Scientific and Scientific Courses. A complete outline of the subject of mental philosophy is presented, embracing the intellect, the sensibilities, and the will. The instruction is eminently practical in its character, and it is thought the course will well prepare those intending to teach for a scientific study of pedagogics. For this reason the treatment of the *intellect* is particularly full as the teacher's work has to do mainly with the cultivation of this faculty. One essay, applying principles previously mastered, is required of each student.

SEMINARY.

Ancient and Modern Languages.

Greek.—Greek is a required study in the Freshman and Sophomore years of the Classical Course. During the Freshman year the following works are read—the Orations of Lysias, as forming a model of pure Attic; Herodotus, selections from the earlier books and a connected portion of the seventh, as illustrating the new Ionic; and three books of the Odyssey, giving an opportunity for the continuation of the Homeric studies begun in the preparatory course. The student is constantly drilled in the important principles of syntax, especially of the moods and tenses. Exercises in the writing of Greek

are required regularly throughout the year. It is presumed that the student is now prepared for rapid reading and in the Sophomore year he is introduced to a wider range of literature. Thucydides, Demosthenes and Sophocles are the authors selected, although these may at any time be varied. A careful study is made of the author's style, and a cursory view is sought of that department of literature which he represents. Frequent talks, illustrative of Greek history and politics, as well as of Greek literature, will be introduced.

Latin.—The study of Latin is required throughout the Freshman and Sophomore years of both the Classical and the Latin-Scientific Courses. The Freshman year is devoted entirely to the reading of prose—first one of the minor philosophical works of Cicero, then two books of Livy, and in the third term books X and XII of Quintilian's Institutes. Here special stress is laid on the study of etymology and syntax. Frequent exercises in reading, both at sight and hearing, are introduced. The aim of the instruction throughout is to give the student a practical mastery of the language itself. The first and second terms of the Sophomore year are devoted to the reading of Horace, first the Odes, then selections from the Satires and Epistles, while in the third term portions of the Annals or Histories of Tacitus are read. In connection with the study of Horace, thorough instruction in Latin metres will be afforded. Exercises in the writing of Latin are continued throughout the course.

French.—The study of French is begun in the second term of the Latin-Scientific and the Scientific courses. The earlier portion of the course is devoted to a thorough study of forms, especially of the irregular verb, based on Whitney's Grammar. At as early a stage as possible, exercises in translation are introduced. In this connection a careful study is made of the more common idioms. Regular exercises in composition are required. In reading French, selections from contemporaneous writers are employed, in order to familiarize the student with the French of to-day and prepare him for the reading of current literature.

German.—The study of German is continued throughout the Freshman year of the Latin-Scientific and Scientific courses. The work of the Academic Department has, it is presumed, prepared the student for rapid and intelligent reading and he is introduced to classical German as represented by Goethe, Schiller, and Lessing. During the third term the history of the literature, as based upon an authority in the original German, is studied. Exercises in conversation and in writing German are required as in the Academic course.

English.—The study of Anglo-Saxon forms the work of the first term of the Freshman year. It is the aim of this course to familiarize the student with the inflectional forms, and to a limited extent with the vocabulary of the language, so as to prepare the way for a more exact study of the later English. Carpenter's Anglo-Saxon Grammar and Reader is the text-book now in use. During the second term, Sweet's Middle English Primer is used as a guide in the study of the English of the twelfth and thirteenth century. This is followed by a careful study of Chaucer—selections from the Canterbury Tales and one of the minor poems. Much attention is paid to peculiarities of his

language, both in inflection and vocabulary, while from the literary standpoint a close study is made of his sources and the influences by which he was affected. The year's work is concluded by a brief survey of the development of our language and literature from the earliest period to the present day, based on Lounsbury's History of the English Language.

Mathematics.

The work offered in mathematics is the same in each of the three courses. The double object of giving mental discipline and becoming acquainted with its practical applications, holds here as well as in the Academic course. In this practical age its value can hardly be overestimated when it is remembered that its principles underlie nearly all the great works and enterprises of modern civilization. Though most of the subjects offered are usually classed under Pure Mathematics, they are not restricted to this, the idea of their practical application being given due prominence.

Trigonometry.—The term's work includes Plane and Spherical Trigonometry. Practical field work in triangulation, heights, distances, etc., is performed. The results are plotted. Numerous exercises in Mensuration are given.

University Algebra.—This branch is given in the winter term in order to give the favorable weather of fall and spring for out-door work in Trigonometry and Surveying. Such subjects are treated as have not been taken up in the Academic Algebra. The theory and solution of Higher Equations is given due attention.

Surveying and Navigation.—After a study of the principles and the survey of the public lands, much of the time is employed in actual work with the compass, transit, and level: as, measuring irregular fields, dividing land, making plans for grades and drains, running railroad curves, etc. All this is carefully plotted.

Analytic Geometry.—One-half of the Sophomore year is spent in considering elements of this branch. The parabola, ellipse, and hyperbola are given the prominent place which they occupy. Some time is spent on the Higher Plane Curves and on the Geometry of three dimensions. Accurate drawing of special curves and of certain problems is required.

Calculus.—The elements of the Differential and Integral Calculus are studied during the last half of the year. The Analytic Geometry preceding gives a sufficient knowledge of that branch for this stage of the study. The aim is to enable the student to get somewhat of an insight into the practical workings of this most useful branch. To do this, outside problems are introduced at different steps in the progress of the theory.

Descriptive Geometry.—One lesson per week during the Sophomore year is given to this subject. The work presented may be classed under Linear Perspective, and Orthographic Projection. Much of the time is given to actual plan and elevation drawings of the plane and solid geometric forms, and of practical objects.

General History.

The space of three terms in each course is given for a survey of Ancient, Mediæval, and Modern History. Each of the Academic courses requires three and two-thirds terms of history. It would greatly assist the student at this stage if he could previously have covered all the ground here explored. In addition to the facts of General History, the student is invited into the field of the Philosophy of History, that he may see the causes of events and thus be prepared to take up historical subjects coming later in his course, as History of Civilization, English and American Constitutional History, History of Philosophy, History of Education; also that he may gain a love for historical investigation. In order to accomplish this a text is used that is suited to somewhat matured minds. Students are assigned special topics which require library research.

Biological Sciences.

Biology.—Biology is begun in the Freshman year of the Scientific Course. It consists of lectures accompanied by laboratory work. The student is required to do some work in section cutting and to make himself familiar with the use of the microscope and accessories.

Zoölogy.—Zoölogy is studied one term in Sophomore year. Considerable attention is given to observation of microscopic forms of animal life. Lectures on comparative Zoölogy enable the student to obtain a general knowledge of the subject.

Comparative Physiology.—A fair knowledge of elementary Physiology is required before the student can begin this study. The work consists of lectures on the functions of the organs of the human body, accompanied by some dissections of the heart and brain of animals. Special attention is given to hygiene and physical culture.

Chemistry.

Remsen's Introduction to the Study of Chemistry, or an equivalent, is required before the student can elect Chemistry. The course is elective in the Junior and Senior years of the Latin-Scientific and Scientific courses. The new college building affords ample room for chemical laboratories. Our stock of apparatus is receiving additions each year, and is fully adequate to the present necessities of the college. Every encouragement is given to the student to pursue original investigations.

Physics.

A working knowledge of Calculus is desirable to the student who begins Physics. Four terms are given to Scientific students, three to Classical. Each student is given an opportunity to use the apparatus. Nearly all of our apparatus is new and more will be secured when needed.

BIBLE DEPARTMENT.

Several years ago we introduced Sacred History as a branch of study, using the Bible as a text-book. Observation soon proved that young people, properly assisted in Bible study, developed a taste for Scripture reading which leads them to reverence God's Word and prize the Bible above every other book. The lack of reverence which many have for the Word of God, is due to the very limited knowledge they have of the Bible, and the reason why so many readers of the Bible know so little about its contents, is because they pursue no definite course in their reading. The purpose of our work is to assist young people to a systematic study of the Bible,—extend their knowledge of the Scriptures, and prepare them for usefulness in both church and Sunday-school work.

Continuing throughout the year the class learns the inspired history of the race, in its beginning, its sojourn in Egypt, its reception of the Law, its return to Canaan, its victories there, its departure from right, its civil dissensions, and its disgraceful captivity.

The demand for trained Sunday-school workers led to the introduction of

Sunday-School Normal Work.

The aims of this work are to give instruction in "How to Use the Bible," "How to Impart its Divine Truths," "The Aims of the Sunday-school," and "Its Relation to the Church."

The Sunday-school teacher has but one text-book, the Bible. To be successful, he needs a comprehensive knowledge of its contents, and the evidences that it comes from God.

He should also know how to apprehend its truths and their relations to others and to himself. The preparation of his lesson is made much easier and more enjoyable by such knowledge. His aim is to communicate divine truth to thinking beings. To do this successfully, he should be acquainted with its nature, and with the laws that govern the imparting of knowledge. The Sunday-school Normal Course aims to secure these results. It comprises two years' work. Students completing the first year's work, receive a certificate, and upon the completion of the second year's work, a diploma is given. Since this course of work does not conflict with the student's regular line of work, and costs no extra tuition, all who can possibly do so, should take it. The favor with which the Bible work has been received, and the urgent demand for instruction in church doctrine and church government, led us to arrange for a

Special Bible Term.

This has become a permanent part of the department.

An Endowment fund of about \$11,000.00 has already been raised, the interest of which is to help educate ministers in the Bible. Brethren D. E. Price, D. L. Miller and Levi Trostle are the trustees of this fund.

During the term of four weeks in January, '91, Eld. J. G. Royer gave a series of sermons on "Church Government," and Eld. D. L. Miller on "Christian Evidences" and "Illustrated Talks on Bible Lands." It is the intention of those directly connected with this work to make it more thorough and practical each year. In due time the program for the next Bible Term will be announced.

Elocution and Oratory.

The Aim.—The first aim is to develop the entire person, body, mind, and heart, for the measure of a speaker's power is first and foremost the measure of his manhood. The next is to enable the student to convey his thoughts, feelings and convictions to others.

The Method.—"The first work is to teach a man's body to serve his soul." —*Beecher*. The only means of expression is the body and the voice. These, then, must receive careful training that they may be free to express what the soul feels. The *source* of expression is the soul, and the truth to be expressed must be held before the mind till the feelings are aroused. No one can teach the soul *how* to express. It is taught of God. The work of the teacher is to awaken the soul to see and feel, and to make the body free.

Physical Culture.

The most gratifying results have been obtained by the careful practice of the Emerson Physical Exercise. Hundreds have been improved in general health, and many cured of dyspepsia, nervousness and insomnia.

These exercises are of special advantage to students, giving not only health but grace, and rendering the entire muscular system responsive to thought, feeling and purpose.

Voice Culture.

Says an eminent divine: "I believe that every man should train his voice and body under some system of Elocution. First, for the health it affords. Second, for its educating effects. Third, for the advantage it gives a man over others for usefulness." What accomplishment is more delightful or helpful than a sweet expressive voice? This is within reach of every person, and the careful daily practice of the exercises given will accomplish this in every case.

Articulation.

Frequent exercise is given to secure freedom of the articulating organs. For beauty of speech the mental process is employed, making this part of the work of great interest. For all impediments of speech the discoveries of Prof. Alexander Graham Bell in Vocal Physiology are used.

Rendering.

The system of rendering is based upon psychological principles. No mechanics are used except in cases of special difficulty. The student is taught to think and to feel while on his feet before an audience and to express his own individuality. This gives a natural style. It also cultivates and refines the literary taste and strengthens the imagination.

Bible Reading.

Those who attempt to render this greatest of all Literature must render it "in spirit and in truth." This is the key-note of instruction upon this subject.

Course of Instruction.

FIRST TERM.—Physical Culture, Drill and Explanations; Voice Culture, Drill and Explanations; Articulation, Elementary Gesture, Animation, and Abandonment in Rendering and Recitation.

SECOND TERM.—Physical Culture, Voice Culture, Imagination and Personality in Rendering, Relation of Values and Taste, Recitation and Declamation with Individual Criticism.

THIRD TERM.—Physical Culture, with special reference to Unity; Voice Culture, Responsive Work in Gesture begun; Progressive Steps in Rendering completed; Sight Reading.

FOURTH TERM.—Physical Culture, Voice Culture, Advanced Rendering, Responsive Gesture, Rendering of Shakespeare begun, Bible and Hymn Reading, and Recitation.

Expenses.

The first and second terms are free to students in the Literary and Bible departments of the College.

For special work on the first and second terms, or for the work of the third and fourth terms, classes of not less than six nor more than twelve will be formed at the following rates: Fall or Spring Terms, one hour each day, per student, \$7.50. Winter Term, one hour each day, per student, \$10.00. These classes are limited in number so as to secure to each student an opportunity to recite daily.

MUSIC DEPARTMENT.

The study and uniform growth of this department is gratifying to the Management, and no pains will be spared to make the rate of progress in the future greater than that of the past. The purpose of the department is to give the student a good foundation for a practical musical education, with special aim to enable him to impart his knowledge to others. Two classes in

Vocal Music

recite daily. One for beginners, the other for those who have had previous training in the rudiments and practice of singing. In the first class is taught a thorough knowledge of the signs and characters used in written music, with the practice of scales, exercises, and easy songs. In both classes are given the formulas for the scales with their practice, transposition, and instructions on breathing and how to use the voice properly. These classes are free to all regular students. Examinations are held at the close of each school month, and students graded according to the progress made.

Instrumental.

As in every other branch of science or art, there are certain fundamental laws to be understood and certain points of technic to be mastered before one is able to comprehend or appreciate the subject, so in music, both a science and an art, technique and theory should and do occupy a prominent share of the true student's time and thought.

Special attention is given to the development of the following points:

1. A thorough knowledge of the scales and how to play them.
2. A correct touch and position at the instrument.
3. Accuracy in reading,—taking in accent and phrasing.
4. A proper use of the pedal.

A careful selection of studies, exercises and pieces from good authors is made.

Voice Culture.

This branch of musical study is not overlooked. Many persons, both ladies and gentlemen, with the natural powers of artists, have abused, and in many cases almost ruined, their voices through their want of knowledge to control and use them properly. The possession of a fine voice, with "a good ear for music," is a talent of great worth, and one which by all means should be improved and used for the betterment of humanity and the glory of God.

It is believed that "the height of art is to seem to have no art," therefore, in this school such means are used to *cultivate* the voice as will result in the

nicest use of the voice with all its functions, without that affectation which is both unpleasant to the listener and unnatural to the performer. The cultivation of the voice should be regarded in two lights, as it affects vigor of health and as it augments one's social and religious power.

The practice exercises now in use are F. Sieber's Op. 42, *Die Schule der Geläufigkeit*.

Tuition.

Private lessons, per term (24 lessons),.....	12 00
Lessons on piano or organ, per term (24 lessons),.....	10 00
Organ rent, one period daily, per month,.....	40
Piano rent, one period daily, per month,	50

EXPENSES.

(The following do not include expenses under special departments.)

Tuition, Fall or Spring Term (12 weeks),.....	\$10 00
Tuition, Winter Term (16 weeks),.....	13 00
Good Board, Furnished Room, Tuition, Fuel, for Fall or Spring Term,..	41 50
Good Board, Furnished Room, Tuition, Fuel, for Winter Term,.....	61 00
Good Board, Furnished Room, Tuition, Fuel, for two consecutive terms,	98 00
Good Board, Furnished Room, Tuition, Fuel, for one year (40 weeks),...	130 00
Per week, board, \$2.10; room, 50 cents; tuition, \$1.00,	3 60
Per week, Fuel, last four weeks of Fall Term and first four of Spring Term,.....	40
Per week, Fuel, Winter Term,	50

NOT INCLUDED IN THE ABOVE.

Light and Washing, per term,.....	from \$1 50 to \$6 00
Books and Stationery,	from 3 00 to 8 00
Library and Reading Room Fee,	25 25

Total,	from \$4 75 to \$14 25
Holiday Vacation Board and Fuel,.....	\$2 50

DIPLOMA FEE.—Academic Department, \$1; Seminary, \$3; College, \$5

All expenses are payable each term in advance. Second-hand text-books can usually be bought at the College Book-store at greatly reduced prices. Personal expenditures, of course, will vary according to the habits and home training of each student. By strict economy, they may be brought somewhat below the lowest estimate.

Students boarding themselves, or in clubs, can live somewhat cheaper than the above, although at year rates they pay only \$1.67 per week for board.

In case of sickness the student pays at term or week rates, as the case may be, for the time he has been here, and all the balance will be refunded. No deduction on account of sickness will be made for less than two weeks' absence.

Text-Books in Use.

LANGUAGE.

ENGLISH.

Orthography,..... McGuffey.
 Elocution,..... C. W. Emerson.
 Letter Writing,..... Westlake.
 Composition,..... Swinton.
 Grammar,..... Harvey.
 Language,..... A. H. Welsh.
 Rhetoric,..... Kellogg.
 English Literature,..... Kellogg.
 Anglo-Saxon,..... Carpenter.
 Middle English,..... Sweet.
 Chaucer,..... Morris.
 Hist. of Eng. Language,.. Lounsbury.

LATIN.

Grammar,..... Allen & Greenough.
 Beginner's Book, Collar and Daniells.
 Cæsar,..... Allen & Greenough.
 Cicero (Orations), Allen & Greenough.
 Lessons in Prose,..... Daniell.
 De Senectute,.. Allen & Greenough.
 Livy,..... Chase & Stuart.
 Horace,..... McClean.
 Vergil,..... Frieze.
 Quintilian,..... Frieze.
 Tacitus,..... Allen.

GREEK.

Grammar,..... Hadley-Allen.
 Exercises and Anabasis,..... Boise.
 Iliad,..... Seymour.
 Lysias,..... Whiton.
 Herodotus,..... Keep.
 Prose Composition,..... Jones.
 Odyssey,..... Merry.
 Thucydides,..... Morris.
 Demosthenes,..... D'Ooge.
 DeCorona,..... D'Ooge.
 Medea of Euripedes,..... Allen.
 Exercises,..... Sedgewick.

GERMAN.

Grammar,..... Joynes-Meissner.

FRENCH.

Grammar,..... Whitney.

MATHEMATICS.

Arithmetic,..... Brooks.
 Algebra,..... Olney.
 Geometry,..... Olney.
 University Algebra,..... Wells.
 Trigonometry, Surveying and Navigation,..... Schuyler.
 Analytic Geometry,..... Wentworth.
 Calculus,..... Peck.

SCIENCE.

Physical Geography,..... Guyot.
 Physiology,..... J. C. Cutter.
 Physics,..... Gage.
 Botany,..... Gray.
 Chemistry,..... Remsen.
 Geology,..... Dana.
 Zoology,..... Colton.
 Structural Botany,..... Bastin.
 Mineralogy,..... Dana.
 Mechanics,..... Dana.
 Zoology (College),..... Packard.

HISTORY.

United States,..... Barnes.
 English,..... Montgomery.
 General,..... Myers.
 Roman,..... Leighton.
 Greek,..... Pennell.
 Modern,..... Barnes.

UNCLASSIFIED.

Geography,..... Barnes.
 Political Economy,..... Gregory.
 Civil Government,..... Townsend.
 Astronomy,..... Young.
 Psychology,..... Brooks.
 Pedagogy,..... Hewett.

GENERAL INFORMATION.

Grounds and Buildings.

The College grounds, beautifully shaded and ornamented by maple and evergreen trees, are located in the central part of Mt. Morris and contain about six acres. Three buildings are now used for school purposes. South of the centre of the campus standing east and west is the "Old Sandstone," a four-story stone building 120 feet long and 40 feet wide. Hereafter it will be used largely for dormitories for young men and will accommodate about one hundred. The building is provided with fire escapes at each end, thus securing safety to the students. Next to the north is the Ladies' building, the oldest of the three. The first and second floors afford comfortable rooms for about forty-five ladies; the basement is used for dining hall, kitchen, etc. The College Hall erected during '90 and '91, is still farther to the north and faces the east. It is a plain, substantial brick-veneered building with 72 feet front and, including the Chapel, 122 feet long, and cost about \$20,000. The main part is three stories above the basement and is arranged for society halls, recitation rooms, library and reading room, and office. The Chapel is at the west end of the first floor. The money for this building was raised largely by donations from Brethren that are deeply interested in the education of their own and other people's children; and as it stands to-day free from any incumbrance it is a monument to the donors, an honor to the institution, and a credit to the church.

Literary Societies.

Two spacious halls are set apart in the new building for the Philorhetorican and Amphictyon Literary Societies, which meet weekly. Students are encouraged to join one or the other of these associations, as they afford valuable aid in composition, debating, parliamentary rules, etc. These societies, the management of which is entrusted to the students, are under the supervision of the Faculty.

Library and Reading Room.

The Cassel Library, comprising books for Sabbath reading, for reference, and for general reading, is accessible to all. During the coming year an effort will be made to greatly increase the present collection by adding late publications that will be valuable to the student. The Reading Room is used in connection with the Library. It is supplied with many choice periodicals which treat of the affairs of the day, science, religion, and the home circle

All students are required to pay Library and Reading Room fee on entering school.

Apparatus.

Recently a Surveyor's Transit and Chain, a fine Gasometer and Gas Bags, an Oxo-hydrogen Blow Pipe, an Air Pump and Condenser, Smith's Manakin, and other apparatus have been purchased for the benefit of students, at an expense of about \$325.00.

Dress.

Since the true idea of dress has more respect to neatness, comfort and health, than to fashion and display, we solicit the coöperation of parents in maintaining a proper consistency in this respect. Students should be supplied with sufficient but *plain* clothing, and other necessities. Dress-making should, in all cases, if practicable, be done at home. All extravagance in dress and the wearing of jewelry are considered injurious in every way, and parents are requested to see that their children do not come burdened with these superfluities.

Special Notice.

Students will save trouble and money, if, upon arrival at Mt. Morris, they will leave their baggage at the depot, and go directly to the President's office, second floor of main building. Make no arrangements with any one for anything before you reach the office. We are known, and you can hold us responsible. If, after you have been to the office, you prefer to look for others, we shall cheerfully direct you to responsible parties.

Special Features and Requests.

Students may enter at any time. Any one, on leaving, can have his board and tuition refunded by paying short rates for time in attendance, but room-rent is not refunded unless the room is re-rented at time of leaving.

Incorrigible students will be dismissed privately.

"Finals" are required by the close of the Winter Term.

On Commencement occasions the Senior Class, at graduation, will be expected to dispense with jewelry, and appear in such neat but inexpensive attire as *proper economy* and good taste may suggest.

Parents are earnestly requested to have their children keep a strict account of their expenditures and forward it to them at stated periods.

Every article which will pass into the laundry should be marked with the full name.

Students should bring—(a) a Bible,—(b) their school books for reference, if not used in the course,—(c) a pair of blankets and towels,—(d) a knife, fork and spoon for use in case of sickness,—(e) if members of the church of the Brethren, bring a letter of membership.

Students should *not* bring—(a) revolvers, or other weapons, as there is neither use nor room for them here,—(b) cards, dice, etc., the use of which is positively forbidden,—(c) the violin and kindred instruments, which, on account of their influences, can not be used in the building.

THINGS PROHIBITED.—(a)—Visiting immoral places; (b)—the use of tobacco; (c)—the use of intoxicants; (d)—profane or obscene language; (e)—visiting during study hours; (f)—gentlemen visiting ladies' hall, or ladies visiting gentlemen's hall; (g)—noisy, disorderly, or unseemly conduct of any description; (h)—wearing of jewelry.

Reports.

A daily record of standing is kept. This, together with the monthly examinations, determines the standing of the student. A card, containing the grade in each study pursued, and in attendance and deportment, Bible-reading and church attendance, is sent at the close of each month to the parents or guardian of the student. If of age, the card is given to the student. Should parents not receive a report at the end of each month, they should write to the President at once.

Rooms and Boarding.

The rooms are furnished with carpet, bedstead, pillows, pillow-slips, sheets, comforter, table, chairs, wash-stand, wash-bowl and pitcher, mirror, bucket, etc. Each student should bring a comforter and a pair of blankets. The Dining Hall board is preferred by many of our pupils because of its nutritious and healthful simplicity, as compared with a more luxurious diet. In all cases where money has been paid in advance and the board is not satisfactory, we refund the money for time not used. Persons who receive students into their homes will be held responsible by the Faculty for a wise and watchful care of such students, and are expected to report to the Faculty whatever irregularities come under their notice.

Deportment.

On entering, a student shall receive a copy of the Rules and Regulations, instructing him in the customs of the institution, and, by his enrollment and attendance, he accepts them as his rules of conduct. An unexcused absence from class incurs a demerit of one from deportment. The first unexcused absence from church, two demerits, the second, four, doubling the penalty at each succeeding failure.

Students must not expect diplomas based on scholarship alone; they are liable to rejection on the score of character. Students are put on their honor to obey the regulations of this school.

It is expected that ladies and gentlemen will treat each other with politeness and courteous civilities; but whenever they transcend the proprieties of refined society, they are liable to dismissal.

Location and Access.

Mount Morris is a quiet town, about one hundred miles west of Chicago. Students coming from the east, on their arrival at Chicago, will take the Chicago & Iowa R. R. to Mt. Morris. Those coming over the Illinois Central or the Chicago, Milwaukee & St. Paul, change cars at Forrester for Mt. Morris.

Health.

It is a noteworthy fact that invalids who come here, almost without exception, improve in health and spirits. There are reasons for this; among which the following may be named: There are no ponds of stagnant water; no swamps of any kind within many miles of Mt. Morris. Hence, no fever and ague; no malarial diseases, unless they are imported, and then they are eradicated by the influences of the invigorating atmosphere of this elevated district of country.

What to Study.

Students are cautioned against taking too much. Ambition to do more than is possible in a short time, frequently results in a failure to accomplish what is possible. The members of the Faculty take pleasure in advising students with reference to their work, and students always discover, sooner or later, that they can save money and time, and avoid confusion and worry, by availing themselves of the advice of those who have already successfully directed the studies and pursuits of so many. Better come one day before work begins. If you come earlier than that and have nothing to do, you are liable to become homesick.

A Golden Opportunity.

We call special attention to the provisions made for young people of twenty years and older, some over thirty years old, who, from various causes, failed to attend public schools, and now realize the need of practical education. Beginning classes are formed for their benefit at the opening of each term. Many of this class of young people have attended our school. We have room for all. The beginning classes receive the same attention the more advanced do. *None are too old to learn.* All that is needed is a *will to work*, and all who so work will be surprised to know how much may be learned even in a few terms.

Why Go to Mount Morris College?

Because (*a*)—the school is live, wide-awake and thorough; (*b*)—it is a quiet country town, without saloons, billiard halls or theatres; (*c*)—it is free from the temptations that surround schools located in cities and large towns; (*d*)—timid and backward students receive the most careful attention; (*e*)—acquaintances are formed with young people from the best families in the land; (*f*)—the rich and poor are equally welcome; (*g*)—young people in limited circumstances receive financial aid; (*h*)—Vocal Music and Sunday-school Normal Work without extra charge; (*i*)—the student's moral and religious character is carefully guarded; (*j*)—the courses of study compare favorably with the best; (*k*)—the sick have the personal care of the President and Business Manager; (*l*)—plain dressing and plain living promote health and save money to assist the poor.

Religious.

One of the most prominent features of our school is the effort to impress upon its students the claims and benefits of an exalted morality and a vital re-

ligion. Each student takes part in a lesson in Scripture reading on each regular school day. Saturday and Sunday mornings are designated as "Students' Mornings," because on these mornings the services are conducted entirely by the students. Besides our regular weekly preaching services, we esteem

Our Sunday-School

an important factor. It consists of two departments,—the primary and the advanced. Each department has its own superintendent and corps of teachers. These hold weekly teachers' meetings for the purpose of exchanging thoughts upon the lesson. The aim of our Sunday-school work is not simply to teach the Scriptures, and impress upon all the necessity of giving their hearts to the Lord, but also show them that our relations to those, who have not the Gospel, are such as to bring us under obligation to send them the pure Word of God. Hence our weekly penny collections. Next to our Sunday-school, and equal with it in importance, is our

Weekly Prayer-Meeting.

Here young believers have opportunities to encourage one another to greater diligence in Christian work, warn those who are out of Christ of danger, and plead with them to take up the cross. The prayer-meetings are largely attended; and, while they prove beneficial to all, they are a special means of spiritual growth and development to young Christians directly, and indirectly will be such to those among whom these young disciples will labor when they no more attend these meetings in the old College Chapel.

Mount Morris College,

MT. MORRIS. ILL

Honorable Mention.

The following named students took honors at the annual Recitation and Declamation Contest for 1890: First, Mrs. F. W. Hanawalt; second, Mrs. G. N. Falkenstein; third, Miss Anne Richards.

Seminary Department.

Sophomore Year.

CLASSICAL.

Stover, Wilbur Brenner, . . . Mt. Morris, Ill.

SCIENTIFIC.

Royer, Ida May, Mt. Morris, Ill.

Freshman Year.

CLASSICAL.

Brubaker, Isaac Neff, Girard, Ill.
Diekhoff, Tobias J. C., Mt. Morris, Ill.
Hoover, Oliver Perry, Dayton, Ohio.
Myers, Tobias T., Mt. Morris, Ill.
Miller, John Ezra, Milledgeville, Ill.
Peifer, Mary Elizabeth Deppen,
. Waterloo, Iowa.

LATIN-SCIENTIFIC.

Mertz, David Frank, . . Burnett's Creek, Ind.

SCIENTIFIC.

Boone, Alice J., Somerdale, Ohio.
Canode, Mary Eliza, Mt. Morris, Ill.
Eversole, Ivey, Mt. Morris, Ill.
Ikenberry, William Lewis, . . Waterloo, Iowa.
Wagner, Ida May, Franklin Grove, Ill.

Academic Department.

Senior Year.

CLASSICAL.

Gilbert, James Zaccheus,
. North Manchester, Ind.
Replogle, Nancy Lou Ella, . . Farragut, Iowa.
†Stoner, Salome Ann, Ladoga, Ind.

LATIN-SCIENTIFIC.

†Goshorn, Ezra Nicholas, . . Hausertown, Ind.
†Goshorn, George V., . . . Hausertown, Ind.

†*Hoover, William I. T., . . . Dayton, Ohio.
†Schechter, Charles H., . . . Maxwell, Iowa.
Stephens, Mary Elizabeth, . . Mt. Morris, Ill.

SCIENTIFIC.

Amick, Elmira, Mt. Morris, Ill.
Eversole, Anna, Mt. Morris, Ill.
Hoover, Solomon M., Webster, Ohio.
Witmore, Sarah, Centre View, Mo.

†Did part Freshman work.

*Did part Sophomore work

Middle Year.

CLASSICAL.

Baker, Jacob W., McComb, Ohio.
 Barwick, Henry Milton, Eaton, Ohio.
 Beery, Perry Hunsaker, Mt. Morris, Ill.
 Brubaker, Nicholas J., Girard, Ill.
 Clear, John Daniel, Marcus, Iowa.
 Thomas, William Irvin, Mt. Morris, Ill.

LATIN-SCIENTIFIC.

Forney, Daniel L., Polo, Ill.
 Martin, Jessie Belle, Marion, Iowa.
 Neff, Dollie, Roann, Ind.
 Richards, Anne, Warrensburgh, Mo.
 Schock, Charles Howell, Huntington, Ind.

Whisler, Henry Allen, Unionville, Iowa.
 Young, Simon S., Mt. Morris, Ill.
 Yundt, Emery Roscoe, Mt. Morris, Ill.

SCIENTIFIC.

Bolinger, Maurice Seward, Severy, Kans.
 Buck, Minnie Mac, Belle Rive, Ill.
 Clemmer, Mary Emma, Lanark, Ill.
 Cripe, Isaac, Pyrmont, Ind.
 Ellis, Amy V., River, Ind.
 Harnly, John Horner, Auburn, Ill.
 Jones, Mary Ruth, Warrenville, Ill.
 Lichty, Mahlon, Mt. Morris, Ill.
 Sherrick, Marvin Manam, Ithaca, Mich.

Junior Year and Unclassified.

Avey, Solomon E., Mt. Morris, Ill.
 Baker, Fred A., Mt. Morris, Ill.
 Baker, F. L., West Newton, Ohio.
 Bear, Mary Kittie, Mt. Morris, Ill.
 Bechtold, Jacob Zeigler, Girard, Ill.
 Beery, Silas Davis, Logan, Ohio.
 Binkley, Blanche, Ada, Ohio.
 Bixler, Maggie Arthelda,
 North Springfield, Ohio.
 Blickenstaff, David J., Oakley, Ill.
 Blocher, Daniel J., North Manchester, Ind.
 Blocher, Susie, Warrensburgh, Mo.
 Blocher, Samuel S., North Manchester, Ind.
 Blough, Nettie, Milledgeville, Ill.
 Bosserman, Owen A., Dunkirk, Ohio.
 Brubaker, Hattie, Mt. Morris, Ill.
 Brubaker, Jacob Ira, Mt. Morris, Ill.
 Brubaker, John Clinton, Mt. Morris, Ill.
 Bruba'er, Lizzie Mary, Girard, Ill.
 Buck, Nannie L., Franklin Grove, Ill.
 Buser, Floy A., Mt. Morris, Ill.
 Burns, John Washington, Cerro Gordo, Ill.
 Calvert, Mary Rebecca, Birds, Ill.
 Canode, James Buchanan, Mt. Morris, Ill.
 Canode, Martin L., Mt. Morris, Ill.
 Caylor, Charles William, Ladoga, Ind.
 Clark, Roscoe, Mt. Morris, Ill.
 Cline, Elsie May, Markle, Ind.
 Cox, John Matthew, Mt. Jackson, Va.
 Craley, David, Mt. Morris, Ill.
 Cripe, O. Francis, Cerro Gordo, Ill.
 Crouse, Anna Lola, Mt. Carroll, Ill.
 Crumbling, Oscar, Mt. Morris, Ill.
 Culler, David, Hausertown, Ind.

Dickey, David Tella, Melbourn, Iowa.
 Dilling, Amanda, Monticello, Ind.
 Dilling, George S., Monticello, Ind.
 Dobbins, Howard, Wolcott, Ind.
 Early, Mattie Ann, Sumption Prairie, Ind.
 Early, William I., Sumption Prairie, Ind.
 Eby, Frank Frederick, Oregon, Ill.
 Ebie, Mary Ellen, Aultman, Ohio.
 Eversole, Minerva, Mt. Morris, Ill.
 Falkenstein, Mrs. George N., Mt. Morris, Ill.
 Fettery, Lulu Emma, Covington, Ohio.
 Fike, Nora, Milledgeville, Ill.
 Fisher, Ira, Colfax, Ind.
 Flora, Laura, Divernon, Ill.
 Ford, Charles F., Mt. Morris, Ill.
 Forney, Dora, Milford, Ind.
 Friedly, Frank Forrest, Dunkirk, Ohio.
 Friedly, John Emmert, Mt. Morris, Ill.
 Garber, Mary Effie, North Manchester, Ind.
 Gerhart, Frank S., Allison, Ill.
 Grater, Lizzie, Malvern, Ill.
 Grater, William Henry, Malvern, Ill.
 Hale, Milo Franklin, Ladoga, Ind.
 Hamner, Haskell, Adeline, Ill.
 Harnish, Bertha Alverna, Mt. Carroll, Ill.
 Harshberger, Wilford, Ladoga, Ind.
 Hays, Nora, Mt. Morris, Ill.
 Hazlett, James L., Rossville, Ind.
 Heitter, Luetta May, Kent, Ill.
 Hess, Addie, Mt. Morris, Ill.
 Hess, Lillie, Mt. Morris, Ill.
 Hill, Ella, Cicero, Ind.
 Hoke, Martha, Goshen, Ind.
 Hollinger, George W., Loramie's, Ohio.

Hooke, Joseph William, . . . New Corner, Ind.
 Hoover, Mrs. Ida Alice K., . . . Dayton, Ohio.
 Hoover, Joe L., . . . Sulphur Springs, Ind.
 Horner, William, . . . Linden, Ind.
 Horsh, Tude, . . . Eagle, Nebr.
 Huffman, Malinda Alice, . . . Lapel, Ind.
 Kable, Allie, . . . Mt. Morris, Ill.
 Keefer, Anna Elizabeth, . . . Greenwood, Nebr.
 Keim, Jonas J., . . . Elk Lick, Pa.
 Keltner, Mrs. Della, . . . Nora, Ill.
 Keltner, Peter R., . . . Nora, Ill.
 Kibby, Roy, . . . Los Angeles, Cal.
 Kindy, Clem Claypool, . . . Loudonville, Ohio.
 King, Minerva Alice, North Manchester, Ind.
 Knodle, George, . . . Oregon, Ill.
 Lair, Mary, . . . Mt. Morris, Ill.
 Laudig, Joseph Byron, . . . Clarksville, Ind.
 Leer, John Wallace, . . . Farmersville, Ill.
 Little, Luther, . . . Mt. Carroll, Ill.
 Long, Hettie Alice, . . . Dayton, Ohio.
 Magoon, Richard Henry, . . . Milwaukee, Wis.
 Masterson, James Munroe, . . . Auburn, Ill.
 Masterson, Mahlon Curtis, . . . Auburn, Ill.
 Mattes, Della, . . . Shannon, Ill.
 Maust, Charles H., . . . Waterloo, Iowa.
 Medebach, Emil, . . . Somonauk, Ill.
 Middlekauff, Victor Hugo, . . . Adel, Iowa.
 Mikesell, Alma, . . . Covington, Ohio.
 Miller, Alexander, . . . Nappanee, Ind.
 Miller, Amos B., . . . Goshen, Ind.
 Miller, Bertha Inez, . . . North Manchester, Ind.
 Miller, Eva Belle, . . . Summerdale, Ill.
 Miller, Ira B., . . . Locke, Ill.
 Miller, Kate, . . . Mt. Morris, Ill.
 Miller, Mary Alma, . . . Maryland, Ill.
 Miller, Mary Elizabeth, . . . Milford, Ind.
 Miller, Norman J., . . . Waterloo, Iowa.
 Miller, Reuben, . . . Nappanee, Ind.
 Miller, Samuel Bechtold, . . . Girard, Ill.
 Moats, Emma, . . . Mt. Morris, Ill.
 Moats, Sadie, . . . Mt. Morris, Ill.
 Moherman, T. S., . . . Ashland, Ohio.
 Mumma, Ada, . . . Mt. Morris, Ill.
 Mummert, William Davison, Milledgeville, Ill.
 Meyers, Charles R., . . . Goshen, Ind.
 Meyers, Ira, . . . Goshen, Ind.
 Neff, Ora, . . . Bristol, Ind.
 Neher, Asa A., . . . Mulberry, Ind.
 Newcomer, Alice, . . . Mt. Morris, Ill.
 Newcomer, Morris Hitt, . . . Mt. Morris, Ill.
 Nyce, William Gotwals, . . . Mt. Morris, Ill.
 Peffley, Samuel, . . . Ladoga, Ind.
 Petry, Cyrus S., . . . Eldorado, Ohio.
 Pittman, Henry E., . . . Loraine, Ill.
 Powell, Anna, . . . Polo, Ill.
 Price, Harvey E., . . . Mt. Morris, Ill.
 Price, Nannie, . . . Mt. Morris, Ill.
 Price, William H., . . . Mt. Morris, Ill.

Puterbaugh, Harvey Branson, Mt. Morris, Ill.
 Rhodes, Jacob S., . . . Rockingham, Mo.
 Richer, William C., . . . Peru, Ind.
 Riffey, John William, . . . Virden, Ill.
 Rister, John William, . . . Lanark, Ill.
 Roberts, Fannie R., . . . Hiawatha, Kans.
 Rodabaugh, Amanda May, . . . New Stark, Ohio.
 Rodabaugh, Edwin Grant, Birmingham, Iowa.
 Rodabaugh, Michael Daniel, . . .
 . . . Birmingham, Iowa.
 Royer, Josephine, . . . Mt. Morris, Ill.
 Runney, Hester, . . . Somonauk, Ill.
 Ryan, Bertha, . . . Elmwood, Nebr.
 Seibert, Benjamin D., . . . Mt. Morris, Ill.
 Seibert, John Vincent, . . . Mt. Morris, Ill.
 Senseman, William Grant, . . . Covington, Ohio.
 Shaw, John, . . . Mt. Morris, Ill.
 Shaw, Lizzie, . . . Mt. Morris, Ill.
 Shaw, Lyman G., . . . Mt. Morris, Ill.
 Shaw, Oliver F., . . . Mt. Morris, Ill.
 Shelley, Fannie, . . . Mastersonville, Pa.
 Shirk, Florence, . . . Forsyth, Ill.
 Shull, Anna Marie, . . . Virden, Ill.
 Slater, Monroe, . . . Orrville, Ohio.
 Smith, Anna Belle, . . . Dakota, Ill.
 Smith, Beulah Mae, . . . Haldane, Ill.
 Smith, Eldridge William, . . . Mt. Morris, Ill.
 Smith, Esma Viola, . . . Mt. Morris, Ill.
 Smith, Olive, . . . Mt. Morris, Ill.
 Solenberger, Aaron D., . . . Lisle, Ill.
 Spickler, Henry Martin, . . . Polo, Ill.
 Stanley, Everest Earl, . . . Mt. Morris, Ill.
 Stine, Arthur Myers, . . . Adel, Iowa.
 Stevens, Carrie, . . . Mt. Morris, Ill.
 Stone, John, . . . Mt. Morris, Ill.
 Stoner, Jennie Agnes, . . . Centre View, Mo.
 Stoner, Robert Royer, . . . Centre View, Mo.
 Stoner, Sherman D., . . . Leaf River, Ill.
 Stover, Hugh Mitchell, . . . Mt. Morris, Ill.
 Stuff, Susie, . . . Polo, Ill.
 Symens, Simon, . . . German Valley, Ill.
 Tannreuther, George W., . . . Brandt, Ohio.
 Teague, Claudia Evelyn, . . . Boyd, Ohio.
 Teague, Mrs. Flora Ellen, . . . Boyd, Ohio.
 Thomas, Albert R., . . . Mt. Morris, Ill.
 Thomas, Edwin C., . . . Mt. Morris, Ill.
 Thomas, Mrs. Daniel D., . . . Mt. Morris, Ill.
 Thomas, John Wilson, . . . Mt. Morris, Ill.
 Thomas, Nettie, . . . Mt. Morris, Ill.
 Thompson, Samuel Joshua, . . . Mt. Morris, Ill.
 Tombaugh, Etta, . . . Germany, Ind.
 Trostle, Ira Joseph, . . . Taylor, Ill.
 Vetter, John Wesley, . . . Pymont, Ind.
 Wagner, Frank, . . . Leaf River, Ill.
 Walker, Effie, . . . Panther, Iowa.
 Walker, Mrs. Anna Stough, . . . Mt. Morris, Ill.
 Wallace, Sanford, . . . Goshen, Ind.
 Wenger, Benjamin F., . . . South English, Iowa.

Westerman, Eva Grace, . . . Mt. Morris, Ill.
 Weybright, Alice, Jamton, Ohio.
 Wick, Mert Henry, . . . New Hartford, Iowa.
 Wilson, Daniel Curtis, . . . Carlyon, N. Y.
 Windle, Ada, Mt. Morris, Ill.
 Watkins, Ray, Mt. Morris, Ill.

Windle, Orpha, Mt. Morris, Ill.
 Wingert, Mrs. Clara, Mt. Morris, Ill.
 Wine, Wesley, Milledgeville, Ill.
 Withers, Gertrude, Mt. Morris, Ill.
 Worley, Virgil B., Apple River, Ill.
 Yundt, Carrie May, Mt. Morris, Ill.

Bible Department.

Regular Bible Work.

Barwick, H. M., Eaton, Ohio.
 Bechtold, J. Z., Girard, Ill.
 Beery, Perry H., Mt. Morris, Ill.
 Beery, S. D., Logan, Ohio.
 Brubaker, N. J., Girard, Ill.
 Brubaker, Lizzie, Girard, Ill.
 Cripe, Isaac, Pymont, Ind.
 Culler, David, Hausertown, Ind.
 Baker, Frank L., . . . West Newton, Ohio.
 Baker, J. W., McComb, Ohio.
 Dilling, George, Monticello, Ind.
 Ellis, Amy, River, Ind.
 Eversole, Anna, Mt. Morris, Ill.
 Fetter, Lulu, Covington, Ohio.
 Garber, Mary, North Manchester, Ind.
 Goshorn, G. V., Hauserton, Ind.
 Hale, Milo, Bourbon, Ind.
 Harnly, J. H., Auburn, Ill.
 Hooke, J. W., New Corner, Ohio.
 Hoover, Joseph L., . . . Sulphur Springs, Ind.
 Hoover, S. M., Webster, Ohio.
 Hoover, W. I. T., Dayton, Ohio.
 Keltner, Peter R., Nora, Ill.
 Keltner, Mrs. Peter, Nora, Ill.

Lair, Mary, Mt. Morris, Ill.
 Lichty, Mahlon, Mt. Morris, Ill.
 Miller, Ira B., Locke, Ind.
 Miller, J. E., Milledgeville, Ill.
 Miller, S. B., Girard, Ill.
 Moherman, T. S., Ashland, Ohio.
 Neher, A. A., Mulberry, Ind.
 Neff, Dollie, Roann, Ind.
 Neff, Ora, Bristol, Ind.
 Pittman, Henry, Loraine, Ill.
 Price, Wm., Mt. Morris, Ill.
 Replogle, Lou Ella, . . . Farragut, Iowa.
 Richards, Anne, Warrensburgh, Mo.
 Rodabaugh, Michael, . . . Birmingham, Iowa.
 Royer, Phenie, Mt. Morris, Ill.
 Senseman, Wm. G., . . . Covington, Ohio.
 Sollenberger, A. D., . . . Lisle, Ohio.
 Spickler, H. M., Polo, Ill.
 Stover, H. Mitchell, Mt. Morris, Ill.
 Stover, W. B., Mt. Morris, Ill.
 Teague, Flora E., Boyd, Ohio.
 Tombaugh, Etta, Germany, Ind.
 Wagner, Ida, Franklin Grove, Ill.
 Whisler, H. A., Unionville, Iowa.

Yundt, Carrie, Mt. Morris, Ill.

Special Bible Term.

Brubaker, Daniel E., Mt. Morris, Ill.
 Felker, Wm., Leaf River, Ill.
 Forney, H. J., Ballard, Ill.
 Gish, James R., Roanoke, Ill.
 Heeter, G. B., North Manchester, Ind.
 Hazlett, James L., Rossville, Ill.
 Keiser, Thos., Roanoke, Ill.
 Lindsay, Mary A., 475 Warren Ave., Chicago.

Miller, Alexander, Nappanee, Ind.
 Royer, Samuel D., Bradford, Ohio.
 Shaw, Lizzie, Mt. Morris, Ill.
 Seibert, J. C., Melbourne, Iowa.
 Spacht, J. R., New Vienna, Ohio.
 Trostle, Ephraim, Leaf River, Ill.
 Watkins, Thomas J., Mt. Morris, Ill.
 Yundt, S. E., Mt. Morris, Ill.

Special Elocution.

Blocher, D. J.,
Bolinger, M. S.,
Boone, Alice J.,
Bosserman, O. A.,
Clear, J. D.,
Cripe, O. F.,
Early, W. I.,
Goshorn, G. V.,
Hooke, J. W.,

Magoon, R. H.,
Masterson, M. C.,
Miller, S. B.,
Myers, Ira,
Neff, Dollie,
Peifer, Lizzie,
Puterbaugh, H. B.,
Rhodes, J. G.,
Richards, Anne,

Riffey, J. W.,
Royer, Mrs. Anna M.,
Shelley, Fanny,
Seibert, John,
Spickler, H. M.,
Stephens, Dollie,
Stone, J. H.,
Thomas, J. W.,
Whisler, H. A.,

Windle Minnie,

Windle, Orpha.

Music Department.

PIANO FORTE.

Bixler, Maggie,
Baker, F. L.,
Beeghly, N. A.,
Crouse, Anna,
Ellis, Amy,
Keefer, Anna,
Mikesell, Alma,
Miller, Maud,
Martin, Jessie,
Nyce, W. G.,
Peifer, Bessie,
Ritchie, Jennie,
Ryan, Bertha,
Rice, Alice,
Stoner, Jennie,
Thomas, Flora,
Windle, Orpha,
Windle, Ada.

ORGAN

Brubaker, Lizzie,
Bollinger, Anna,
Boliinger, Retta,
Ebie, Mary E.,
Eshelman, Mrs. S. M.,
Eshelman, Gertie,
Huffman, Linnie,
Hoke, Martha,
Hohf, Mattie,
Miller, Reuben,
Miller, Ira B.,
Moore, Alice.

Moore, Etta,
Shirk, D. C.,
Thomas, Mrs. D. D.,
Walker, Mrs. I. M.,
Walker, Effie.

VOICE CULTURE.

Magoon, Henry,
Nyce, W. G.,
Peifer, Bessie.

VOCAL CLASSES.

Blosser, Sophie,
Blocher, Susie,
Bixler, Maggie,
Buck, Nannie,
Beery, S. D.,
Baker, F. L.,
Blickenstaff, S. J.,
Burns, J. W.,
Barwick, H. M.,
Bosserman, O. A.,
Bechtold, J. Z.,
Beeghly, N. A.,
Calvert, Becca,
Cox, J. M.,
Cripe, Isaac,
Dilling, Amanda,
Dilling, G. S.,
Eversole, Minerva,
Ebie, Mary E.,
Ellis, Amy,
Eckerle, C. E.,

Early, W. I.,
Flora, Laura,
Friedly, J. E.,
Friedly, Frank,
Forney, D. L.,
Fisher, Ira,
Grater, Lizzie,
Grater, Wm.,
Good, J. S.,
Hess, Lilian,
Hess, Addie,
Hays, Nora,
Hoke, Martha,
Horsh, Tude,
Hill, Ella,
Keefer, Anna,
Kable, Allie,
Keltner, Mrs. Della,
Kindy, C. C.,
Keim, J. J.,
Long, Hettie,
Leer, J. W.,
Miller, Katie,
Miller, Eva B.,
Miller, S. B.,
Miller, Ira B.,
Miller, Reuben,
Mattes, Della,
Martin, Jessie,
Masterson, Mahlon,
Masterson, J. M.,
Magoon, Henry,
Mumert, W. D.,
Myers, C. R.,

Maust, C. H.,
 Nyce, W. G.,
 Neher, A. A.,
 Price, Nannie,
 Price, H. E.,
 Petry, C. S.,
 Pittman, H. E.,
 Rodabaugh, Amanda,
 Rodabaugh, M. D.,
 Rodabaugh, E. G.,
 Richards, Anne,
 Ritchie, Jennie,

Roop, John,
 Richer, W. C.,
 Riffey, J. W.,
 Stephens, Dollie,
 Stuff, Susie,
 Symens, Simon,
 Stone, J. H.,
 Slater, M. S.,
 Senseman, W. G.,
 Sollenberger, A. D.,
 Shaw, John,
 Shaw, O. F.,

Weaver, G. E.,

Spickler, H. M.,
 Teague, Evelyn,
 Thompson, S. J.,
 Thomas, Mrs. D. D.,
 Thomas, J. W.,
 Thomas, W. I.,
 Vetter, J. W.,
 Wingert, Mrs. Clara,
 Walker, Mrs. I. M.,
 Walker, Effie,
 Withers, Gertrude,
 Windle, Ada,

Worley, V. B.

SUMMARY.

Students in Seminary Department,	14
Students in Academic Department,	229
Students in Music Department,	131
Students in Bible Department,	65
Students in Special Elocution and Oratory Department,	29
Students in Commercial Department (Commercial Catalogue),	55
Students in Short-hand and Type-writing Department (Com'l Catalogue), ..	57
Students in Pen Art Department (Commercial Catalogue),	37

Total,

Less those counted more than once,

Total number enrolled,

Ladies enrolled, 123; Gentlemen enrolled, 202.

ALUMNI.

CLASSICAL.

Baker, N. R., '90,..... Philadelphia, Pa.
 Beery, Adaline Hohf, '82,..... Huntingdon, Pa.
 Brubaker, I. N., '90,..... Girard, Ill.
 Culp, C. E., '88,..... Arcanum, Ohio.
 Dawson, George E., '83,..... Meadville, Pa.
 Diekhoff, Tobias, '90,..... Adeline, Ill.
 Gebhardt, A. E., '83,..... Omaha, Nebr.
 Hoff, Emanuel B., '85,..... Waterloo, Iowa.
 Hoover, O. Perry, '90,..... Dayton, Ohio.
 Jenks, Georgie Bixler, '83,..... Bloomington, Ind.
 Miller, Anna S., '83,..... Avery, Iowa.
 Miller, I. H., '82,..... Abbyville, Kans.
 Miller, J. E., '90,..... Milledgeville, Ill.
 Myers, T. T., '90,..... Mt. Morris, Ill.
 Neff, James M., '86,..... Covington, Ohio.
 Newcomer, A. G., '81,..... Galesburgh, Ill.
 Newcomer, H. C., '81,..... San Francisco, Cal.
 Page, E. C., '84,..... Mt. Morris, Ill.
 Peifer, E. D., '81,..... Kansas City, Mo.
 Shellenberger, J. K., '87,..... Cleveland, Minn.
 Shute, A. L., '83,..... Nachusa, Ill.
 Stover, W. B., '89,..... Edgemont, Md.
 Zern, E. J., '90,..... Philadelphia, Pa.

LATIN-SCIENTIFIC.

Benbow, Levi, '84,..... Omaha, Nebr.
 Brubaker, J. F., '82,..... Dayton, Ohio.
 Brubaker, J. H., '82,..... Dayton, Ohio.
 Carpenter, Wm. E., '90,..... Baileyville, Ill.
 Carpenter, Chas., '89,..... Baileyville, Ill.
 Davis, Annie L. Sharp, '83, Washington, D. C.
 Eby, Angie Yarger, '81,..... Lincoln, Nebr.
 Eby, L. H., '82,..... Lincoln, Nebr.
 Fager, Abbie, '86,..... Forreston, Ill.
 Heckman, John, '83,..... Sabetha, Kans.
 Kemp, Daisy, '90,..... Mt. Morris, Ill.
 Lahman, Chas., '89,..... Franklin Grove, Ill.
 *Mackay, Effie B., '84,..... Mt. Carroll, Ill.
 Mackay, Jennie I., '83,..... Philadelphia, Pa.
 Mahan, Grant, '83,..... Ann Arbor, Mich.
 Mershon, Flora Grant, '82,..... Oregon, Ill.
 Mertz, D. F., '90,..... Burnett's Creek, Ind.
 Mertz, Wm. M., '90,..... Burnett's Creek, Ind.
 Miller, J. Carson, '82,..... Moore's Store, Va.
 Miller, Mary E., '82,..... Winfield, Kans.
 Neff, James M., '85,..... Covington, Ohio.
 Newcomer, Cyrus, '85,..... Mt. Morris, Ill.

Newcomer, Reba K., '82,..... San Francisco, Cal.
 Peife, Jennie Tice, '85,..... Kansas City, Mo.
 Royer, Nettie, '89,..... Mt. Morris, Ill.
 Rohrbaugh, Marcellus, '84,..... Omaha, Nebr.
 Stephens, Fannie, '88,..... Mt. Morris, Ill.
 Vaniman, Chancey, '88,..... McPherson, Kans.
 Wallick, Cyrus, '88,..... Breedsville, Mich.

SCIENTIFIC.

Aurand, S. H., '81,..... Loran, Ill.
 Boone, Alice J., '89,..... Mt. Morris, Ill.
 Canode, M. Eliza, '86,..... Mt. Morris, Ill.
 Davis, B. G., '84,..... Washington, D. C.
 Emmert, Mary, '90,..... Mt. Carroll, Ill.
 Eversole, Ivey, '90,..... Mt. Morris, Ill.
 Falkenstein, J. N., '83,..... Gainesville, Fla.
 Fearer, Jennie, '83,..... Oregon, Ill.
 Hanger, Samuel, '84,..... Light House, Ill.
 Hill, C. P., '84,..... Illinois.
 †Hoff, Anna Gockley, '89,..... Waterloo, Iowa.
 Ikenberry, Lewis, '89,..... Waterloo, Iowa.
 Lahman, C. W., '82,..... Franklin Grove, Ill.
 Markey, Edward A., '89,..... McPherson, Kans.
 Miller, T. M., '89,..... Mt. Morris, Ill.
 Motchman, Albert, '83,..... Mt. Carroll, Ill.
 Newcomer, Elva, '86,..... Mt. Morris, Ill.
 Orr, E. A., '84,..... New Haven, Conn.
 Rice, Fred N., '81,..... Mt. Morris, Ill.
 Royer, Ida, '88,..... Mt. Morris, Ill.
 Royer, Nettie, '88,..... Mt. Morris, Ill.
 Royer, Lillie, '90,..... Mt. Morris, Ill.
 ‡Sanford, Elmer E., '82,..... Taylor, Ill.
 Shellenberger, Ida, '89,..... Mt. Morris, Ill.
 Shoemaker, G. L., '86,..... Chicago, Ill.
 Stoner, Salome A., '89,..... Ladoga, Ind.
 Stoner, Vinnie, '89,..... Centre View, Mo.
 Sword, Allen P., '85,..... Lanark, Ill.
 Thompson, W. B., '85,..... Philadelphia, Pa.
 Ullom, Laura Vaniman, '87, Scott City, Kans.
 Wagoner, Ida, '90,..... Franklin Grove, Ill.
 Windle, Minnie, '90,..... Mt. Morris, Ill.
 Yoder, J. P., '87,..... Harlan, Iowa.
 Young, E. S., '83,..... New Haven, Conn.

ENGLISH.

Kepner, Kate, '83,..... Sabetha, Kans.
 Stees, Mary J., '83,..... Nora, Ill.
 Shaw, Lizzie, '88,..... Mt. Morris, Ill.
 Vaniman, C. M., '88,..... Virden, Ill.

*Died March 28, 1889.

†Died April 23, 1891.

‡Died Feb. 15, 1889.



3 0112 105864851